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ABSTRACT

An article in the April 1970 issue of Social Education, "A Critical Appraisal of Twenty-Six National Social Studies Projects (EJ 018 397)," was discussed in a series of informal meetings of the Long Island Council for the Social Studies. In the process a number of questions were raised: 1) Just which of these projects are used locally? 2) Which school districts are using them? 3) At what grade levels are they being used? 4) What has reaction been to the use of any of these projects? In order to answer these questions, a survey was begun during the summer of 1970 in which questionnaires were sent to each superintendent and then to each social studies department chairman in the two counties. Certain observations were then made through an analysis of the responses: 1) all but three of the twenty-six projects were reported as being used locally; 2) utilization was higher at the secondary school level than at the elementary level; and, 3) all but two projects were reported as being used at the general grade level or levels for which they were originally intended. Qualifying comments were indicated on many questionnaires: 1) Several projects were merely under review; 2) single units had been used experimentally; and, 3) materials had been adapted, modified, used only in part, and used as sources in curriculum development. (SBE)

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TWENTY-SIX NATIONAL SOCIAL STUDIES PROJECTS: NASSAU AND SUFFOLK COUNTY UTILIZATION SURVEY

Eli Seifman

American Historical Association History Education Project

Occasional Paper No. 2

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1970

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NASSAU AND SUFFOLK COUNTY UTILIZATION SURVEY

OF

TWENTY-SIX NATIONAL SOCIAL STUDIES PROJECTS

Background: Appraisal of Twenty-Six National Social Studies Projects

Social Education, the official journal of the National Council for the Social Studies, with its April 1970 issue inaugurated a new policy of evaluating social studies materials. The April issue was devoted to an appraisal of twenty-six national social studies projects---a sampling from the more than one hundred projects listed in A Directory of Research and Curriculum Projects in Social Studies Education.[1] Projects selected for review met the following criteria: (1) they were funded by the government or a foundation (rather than by a publishing company); (2) they developed programs appropriate to nationwide rather than local or regional use; and (3) they already have disseminated (or will soon disseminate) teacher and student materials.

Norris M. Sanders and Marlin L. Tanck, authors of the critical appraisal, categorized the selected projects as either "comprehensive," "discipline-oriented," "area-oriented," or "special purpose." They distinguish the categories as follows:

> The comprehensive projects seek to develop complete social studies programs for one or more grades. They use multiple sets of objectives and ideas from several if not all disicplines. The discipline-oriented projects use ideas and methods from one of the disciplines for the focus or organization of curriculum, but do not necessarily exclude content from other disciplines. A few of them may be discipline-oriented in title but difficult to distinguish from comprehensive projects in practice. The three area-oriented projects develop studies of Africa, Asia, and Latin America. Their content and procedures are relevant to a number of disciplines and types of objectives. The special purpose projects emphasize one or more special goals and are not easily fitted into any of the other three groups. One such project, for example, stresses a technique for analyzing social problems and another centers on non-verbal experience.[2]

Sanders and Tanck prepared the accompanying chart that provides a very helpful overview of the projects selected for review. Symbols used on the chart have the following meaning:

> The chart groups the projects as one of the four types described above and indicates the grade levels for which materials are developed. Materials are identified with a "C" if they are intended as complete, self-sufficient courses, or with a "P" if they are intended for integration as parts of a course.
>
> If materials developed for one course can be used in one of several grade levels, a dash appears in each of the appropriate levels. For example, the High School Geography Project has one complete course that could be used in grade nine, ten, eleven, or twelve. Project Africa has both a course and materials for parts of a course that could be used from grades seven through twelve. If materials developed for separate courses can be used interchangeably in several grade levels, the identifying letter is underlined in each of the appropriate levels. See, for example, the Michigan Social Science Program. [3.]

Social studies educators are encouraged to refer to the April 1970 issue of Social Education for a course-by-course description and appraisal of the selected projects.

Utilization Survey: Nassau and Suffolk County School Districts

During a series of informal meetings of Long Island social studies educators the "Critical Appraisal..." issue of Social Education was discussed and led to the formulation of a number of questions: "Just which, if any, of these twenty-six projects are used locally here on Long Island?" "Which school districts are using them?" "At what grade level(s) are they being used?" "What has reaction been to the use of any of these projects?", etc.

The Long Island Council for the Social Studies and the American Historical Association History Education Project at Stony Brook collaborated in the development of a "utilization survey" designed to seek answers to questions such as those raised above. During the summer of 1970 (using the mailing list of the LICSS) a letter describing the utilization survey, a copy

PROJECTS	GRADE LEVELS												
Comprehensive Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1. Educational Development Center's Social Studies Curriculum Program					C	—	—		C				
2. Greater Cleveland Social Science Program	C	C	C	C	C	C	C	C	C	C			
3. A High School Social Studies Curriculum for Able Students, Carnegie-Mellon University										C —	C —	C —	C —
4. Project Social Studies, University of Minnesota	C	C	C	C	C	C	C	C	C	C	C	C	C
5. Providence Social Studies Curriculum Project	C	C	C	C	C	C	C	C	C	C	C	C	C
6. Taba Curriculum Development Project		C	C	C	C	C	C	C	C				
Discipline-Oriented Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
7. Anthropology Curriculum Project, University of Georgia	P	P	P	P	P	P	P	P	P				
8. Anthropology Curriculum Study Project, University of Chicago										P —	—	—	—
9. Basic Concepts in History and the Social Studies											—	P —	—
10. Committee on the Study of History										P —	—	—	—
11. Developmental Economic Education Program DEEP	P	P	P	P	P	P	P	P	P	P	P	P	P
12. Development of Economics Curricular Materials for Secondary Schools, Ohio State University										C —	—	—	—
13. ECON 12, San Jose (California State College													C
14. Elementary School Economics Program, University of Chicago					P	P	P						
15. Experiment in Economic Education, Purdue University		C	C	C									
16. High School Geography Project, University of Colorado										C —	—	—	—
17. High School Curriculum Center in Government, Indiana University										C			
18. Michigan Elementary Social Science Education Program					P —	P —	P —						
19. Sociological Resources for the Social Studies (SRSS)										P —	P —	P —	P —
Area-Oriented Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
20. Asian Studies Inquiry Program											P/C —	—	—
21. Project Africa								P/C —	—	—	—	—	—
22. World Studies Inquiry Series								P/C —	—	—	—	—	—
Special Purpose Projects	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
23. Harvard Social Studies Project/Public Issues Series										P —	—	—	—
24. Law in American Society					—	P —	—		P —	—		P	P
25. The Intergroup Relations Curriculum, Lincoln Filene Center for Citizenship and Public Affairs		P	P	P	P	P	P						
26. Materials and Activities for Teachers and Children (MATCH)		P —	—	—	P —	—	—						

of the questionnaire form, and a self-addressed stamped return envelope were sent to each superintendent and then later to each social studies department chairman in Nassau and Suffolk county---see appendices for copies of the letter and questionnaire.

Although the "superintendent's questionnaire" was mailed on August 3, 1970 when many administrators had not yet returned to their offices, the rate of return was surprisingly high. Nevertheless, since the LIISS had a mailing list of social studies department chairmen it was decided to send social studies department chairmen the same questionnaire---in the anticipation that this would increase the probability of receiving returns from districts that had not previously responded. The "department chairman's questionnaire" was mailed on August 31, which proved to be a better timing.

Some superintendent's filled out the questionnaire themselves, others forwarded it to building principals or social studies department chairmen. Given the procedure used in the mailing, almost every school district received more than one utilization survey questionnaire. Some large districts with several social studies department chairmen received three or four, etc. questionnaires.

Similarly, multiple and varying responses were often received from a school district. For example, take the case of a school district with two elementary schools and/or one or two secondary schools. A particular project might be used in one school but not in another---or used at different grade levels in various schools within the district. It is important to note that for the purpose of presenting the data in this report all returns from a school district have been "collapsed" and counted only once.

This warrants some explanation. The object of this utilization survey

was to get an overview of "which" national social studies projects were being used "where" (i.e. in which school districts), rather than to search out the specifics as to the number of different schools within a district using a particular project, or the number of students using a specific project, etc. Such information is needed and will be sought out in follow-up surveys.

Utilization Chart: Frequency of Use

Given the background explained above, and counting each school district's combined returns only once as a single unit, the accompanying charts provide an overview of the number of school districts that reported using any of the twenty-six national social studies projects and the grade level or levels at which they were being utilized.

UTILIZATION CHART: NASSAU COUNTY (Number of school districts reported using a particular project at a specific grade level.

Projects	Nassau	Grades K	1	2	3	4	5	6	7	8	9	10	11	12
	1								3	2	2	1	1	1
	2	1	1	1	1				1					
	3								1		2	3	1	
	4								1	1	1	1	1	1
	5													
	6		1	1	1	1	1	1						
	7							1	1					1
	8								3		1			2
	9	1	1	1	1	1	1	1	3	3	7	7	8	7
	10	1	1	1	1	1	1	1	1	1	2	2	3	2
	11		1	1	1	1	1	1	1	2	2	2	1	2
	12									1	1	1		2
	13													
	14													
	15		3	2										
	16													
	17													
	18													
	19									1	1	1	1	8
	20										3	2		2
	21										3	1		
	22										3	4	2	
	23								3	3	5	5	14	5
	24												3	2
	25													3
	26						1	1	1					

UTILIZATION CHART: SUFFOLK COUNTY (Number of school districts reported using a particular project at a specific grade level.)

Suffolk	Grades K	1	2	3	4	5	6	7	8	9	10	11	12
Projects 1						1							
2	1	1	1	1	1	1	1						
3										3	4	3	2
4													
5													
6													
7										1			
8													
9	1	1	1	1	1	1	1	2	2	2	2	3	1
10													
11													
12													
13													1
14													
15													
16								1					1
17													1
18													
19												1	5
20										4			
21													
22										1	2	1	1
23								2	3	3	3	6	4
24												1	1
25												1	1
26							1						

UTILIZATION CHART: NASSAU AND SUFFOLK COUNTY (Number of school districts reported using a particular project at a specific grade level.)

Projects	Grades K	1	2	3	4	5	6	7	8	9	10	11	12
1						1		3	2	2	1	1	1
2	2	2	2	2	1	1	1	1					
3								1		5	7	4	2
4								1	1	1	1	1	1
5													
6		1	1	1	1	1	1						
7							1	1		1			1
8								3		1			2
9	2	2	2	2	2	2	2	5	5	9	9	11	8
10	1	1	1	1	1	1	1	1	1	2	2	3	2
11		1	1	1	1	1	1	1	2	2	2	1	2
12									1	1	1		2
13													1
14													
15		3	2										
16								1					1
17													1
18												1	1
19									1	1	1	1	12
20										7	2		2
21										3	1		
22								1		4	6	3	1
23								5	6	8	8	20	9
24												4	3
25												1	4
26						1	2	1					

Utilization Chart: Analysis of Data

Analysis of the utilization charts enables us to make certain observations:

1. Of the twenty-six national social studies projects selected for review by Sanders and Tanck for Social Education all but three (projects No. 5, No. 14 and No. 18) were reported as being used locally.

2. Two projects, No. 9 "Basic Concepts in History and the Social Studies" and No. 23 "Harvard Social Studies Project/Public Issues Series" clearly stand out as reported having a very high frequency of use.

3. Reported utilization of the national social studies projects is higher at the secondary school level than at the elementary school level---highest frequency of use reported in the high school grades, second highest in the junior high or middle school grades, lowest frequency in the elementary grades. (This probably is an accurate representation of actual use, however, it may also reflect the procedure used in mailing the questionnaire.)

4. While most projects were reported as being used at the general grade level or levels for which they were originally intended, two projects, No. 9 "Basic Concepts in History and the Social Studies," and No. 10 "Committee on the Study of History" were reported as also being used at grade levels other than those originally intended for. (This warrants further investigation, particularly in light of the fact that project No. 9 has the highest reported frequency of use of any of the twenty-six projects.)

5. There are certain similarities and differences to be observed in comparing the returns from Nassau and Suffolk county.

5.1 Nassau county school districts report a higher overall frequency of use of the projects.

5.2 Some projects are reported as being used in Nassau county but not in Suffolk county---e.g. No. 4, 6, 8, 10, 11, 12, 15, and 21.

5.3 Similarly, some projects (notably fewer) are reported as being used in Suffolk county but not in Nassau county---e.g. No. 14, 13, and 17.

5.4 Also, certain projects are reported as being used in both Nassau and Suffolk county---e.g. No. 1, 2, 3, 7, 9, 19, 20, 22, 23, 24, 25, and 26.

Related Observations

Included with the returned questionnaires were a number of comments and questions presented by the individual completing the utilization survey. Sometimes these were written as separate letters or memos, or as marginal notes on the front or back of the questionnaire itself. Many of these comments, summarized and categorized under the following eight headings were extremely helpful and added a new dimension to the survey.

1. Projects Under Review: One district stated, "None currently being used, but some of these are now being evaluated for possible use."

2. Request for Information: There were numerous requests for more information: e.g. "Would it be possible to receive some concrete information on some of these projects? Couldn't this be a worthwhile program for the Long Island Council--that is, having the materials available for examination?" "None listed currently being used in our school. If at some future date you can send us some representative material...we would be glad, on a trial basis, to implement such a program..." "Can you send me more information on them?" etc.

3. "Fenton" and "Amherst Project": Several respondents jotted down the name or phrase by which they more commonly refer to two of the projects, i.e. No. 3 "Fenton" and No. 10 "Amherst Project."

4. Experimental Use: One respondent noted that the district uses "one unit for an experiment."

5. Adaptation and Modification: Others reported they use the project materials in a "modified" form, or that "we have adopted certain elements from many of these projects which we feel either enrich or support our basic program." Some school districts noted that they use the project materials as part of a "multi-book system," or as a "supplementary aid."

6. Curriculum Library/Source Materials: One district reported that its Curriculum Library had examined and/or purchased all the projects listed---although only selected ones were actually currently being used in the district. Another stated that selected projects were used as "general source materials for curriculum work."

7. Projects No/Ideas Yes: Another district noted, "Although we do not use any of the projects, we are using some of the ideas and materials developed by the centers. The philosophies of these 26 projects have had an impact on our teachers. Some parts of the materials are also being utilized."

8. Request for Results: Interest in the survey was high. There were many requests for copies of the results and widespread curiosity as to which projects "other districts" were using (see Appendix E).

Concluding Remarks

The utilization survey was an attempt to seek answers to a number of questions raised by Long Island social studies educators concerning the use in Nassau and Suffolk county of the twenty-six national social studies projects reviewed by Sanders and Tanck. This paper is a report of the findings of the survey.

The Long Island Council for the Social Studies and the American Historical Association History Education Project at Stony Brook are planning a number of activities in response to the many requests for more information concerning use of the projects in various school districts.

It has also been suggested that there would be value in broadening this survey to get a statewide profile and that the questionnaire used on Long Island might well serve as a model for replication at the state level.

FOOTNOTES

1. Marin Social Studies Project, A Directory of Research and Curriculum Development Projects in Social Studies Education (Corte Madera, California: Marin Social Studies Project, 1969).

2. Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education (April 1970), p. 384.

3. Ibid.

4. Ibid., p. 385.

APPENDICES

Appendix A: Letter sent to school supertendents in Nassau and Suffolk county.

Appendix B: Letter sent to social studies department chairmen in Nassau and Suffolk county.

Appendix C: "Utilization Survey" questionnaire sent to school superintendents and social studies department chairmen.

Appendix D: Responding School Districts (Nassau county: alphabetized and number-coded)

Appendix E: Responding School Districts (Suffolk county: alphabetized and number-coded)

Appendix F: List of responding school districts using specific projects

Appendix A

at Stony Brook
Stony Brook, New York 11790

15.

DEPARTMENT OF EDUCATION
OFFICE OF THE CHAIRMAN
telephone: (516) 246-6739

August 3, 1970

Dear Superintendent:

The April, 1970 issue of Social Education (the official journal of the National Council for the Social Studies) contained an appraisal of twenty-six national social studies projects.

The Long Island Council for the Social Studies and the American Historical Association History Education Project are trying to determine which of these twenty-six curriculum projects, if any, are currently being used in our Long Island schools.

Therefore, we would appreciate it if you could take the time to check off those projects currently being used in your school district, indicate the grade level(s) of utilization, and return the enclosed form to Dr. Eli Seifman in the enclosed self-addressed envelope before September 1, 1970.

We hope to prepare a report (early in the Fall) summarizing the responses to this survey and make it available to each Long Island school district and the full membership of the Long Island Council for the Social Studies.

Your assistance in providing us with the necessary information is vital to our survey and your cooperation would be greatly appreciated.

Sincerely,

Tony Napoli
(Long Island Council for the Social Studies)

Eli Seifman
(American Historical Association History Education Project)

ES/cb
Enc. (form, envelope)

Appendix B

State University of New York
at Stony Brook
Stony Brook, New York 11790

16.

DEPARTMENT OF EDUCATION
OFFICE OF THE CHAIRMAN
telephone: (516) 246-6730

August 31, 1970

Dear Social Studies Department Chairman,

The April, 1970 issue of Social Education (the official journal of the National Council for the Social Studies) contained an appraisal of twenty-six national social studies projects.

The Long Island Council for the Social Studies and the American Historical Association History Education Project are trying to determine which of these twenty-six curriculum projects, if any, are currently being used in our Long Island schools.

Therefore, we would appreciate it if you could take the time to check off those projects currently being used in your school district, indicate the grade level(s) of utilization, and return the enclosed form to Dr. Eli Seifman in the enclosed self-addressed envelope before October 1, 1970.

We hope to prepare a report (early in the Fall) summarizing the responses to this survey and make it available to each Long Island school district and the full membership of the long Island Council for the Social Studies.

Your assistance in providing us with the necessary information is vital to our survey and your cooperation would be greatly appreciated.

Sincerely,

Tony Napoli

Tony Napoli
(Long Island Council for the Social Studies)

Eli Seifman
(American Historical Association History Education Project)

ES/sc
Enc. (form, envelope)

17

Appendix C

Name of Responding School District _____

Name of Person Completing Form _____

Directions: Please place an "x" in the box or boxes indicating the grade level or levels at which any of the twenty-six social studies curriculum projects listed below are currently being used in your school district.

Projects	(Grade Levels)												
Comprehensive Projects	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Educational Development Corporation Curriculum Project													
2. Greater Cleveland Social Science Program													
3. A High School Social Science Curriculum, Carnegie-Mellon University													
4. Project Social Studies, University of Minnesota													
5. Providence Social Studies Curriculum Project													
6. Taba Curriculum Development Project													
Discipline-Oriented Projects													
7. Anthropology Curriculum Project, University of Georgia													
8. Anthropology Curriculum Study Project, University of Chicago													
9. Basic Concepts in History and the Social Studies													
10. Committee on the Study of History													
11. Developmental Economic Education Program (DEEP)													
12. Development of Economics Curricular Materials for Secondary Schools, Ohio State University													
13. ECON 12, San Jose (California) State College													
14. Elementary School Economics Program, University of Chicago													
15. Experiment in Economic Education, Purdue University													
16. High School Geography Project, University of Colorado													
17. High School Curriculum Center in Government, Indiana University													
18. Michigan Elementary Social Science Education Program													
19. Sociological Resources for the Social Studies (SRSS)													
Area-Oriented Projects													
20. Asian Studies Inquiry Program													
21. Project Africa													
22. World Studies Inquiry Series													
Special Purpose Projects													
23. Harvard Social Studies Project/Public Issues Series													
24. Law in American Society													
25. The Intergroup Relations Curriculum, Lincoln Filene Center for Citizenship and Public Affairs													
26. Materials and Activities for Teachers and Children													

Appendix D: Responding School Districts (Nassau county: alphabetized and number-coded)

N-1	Baldwin
N-2	Bellmore
N-3	Carle Place
N-4	East Meadow
N-5	Elmont
N-6	Farmingdale
N-7	Glen Cove
N-8	Great Neck
N-9	Hempstead
N-10	Herricks
N-11	Hewlett-Woodmere
N-12	Hicksville
N-13	Jericho
N-14	Levittown
N-15	Locust Valley
N-16	Manhasset
N-17	Massapequa
N-18	North Shore
N-19	Oceanside
N-20	Plainedge
N-21	Plainview
N-22	Port Washington
N-23	Rockville Center
N-24	Roosevelt
N-25	Seaford
N-26	Uniondale
N-27	Valley Stream
N-28	West Hempstead
N-29	Westbury

Appendix E: Responding School Districts (Suffolk county: alphabetized and number-coded)

S-1	Babylon
S-2	Bayshore
S-3	Bellport
S-4	~~Brentwood~~
S-5	Center Moriches
S-6	Cold Spring Harbor
S-7	Commack
S-8	Comsewogue
S-9	Copiague
S-10	Deer Park
S-11	East Islip
S-12	Elwood
S-13	Fisher's Island
S-14	Hauppauge
S-15	Middle Country
S-16	Middle Island
S-17	North Babylon
S-18	Patchogue-Medford
S-19	Port Jefferson
S-20	Riverhead
S-21	Smithtown
S-22	South Huntington
S-23	Southhampton
S-24	Southold
S-25	Three Village
S-26	West Babylon
S-27	Westhampton
S-28	Wyandanch

Appendix F: List of responding school districts using specific projects

1	N-1, N-15, N-29, S-21
2	N-10, N-21, N-22, S-15
3	N-3, N-8, N-9, N-19, N-21, N-22, S-4, S-14, S-17, S-18, S-21, S-25
4	N-15
5	
6	N-10, N-21
7	N-8, N-14, N-21, S-10
8	N-1, N-16, N-17, N-19, N-29
9	N-1, N-4, N-14, N-15, N-17, N-19, N-21, N-23, N-28, S-5, S-10, S-11, S-12, S-19
10	N-4, N-21, N-22, N-23
11	N-1, N-16, N-19
12	N-1, N-14, N-19
13	S-17
14	
15	N-10, N-12, N-21
16	S-4, S-17
17	S-17
18	
19	N-1, N-2, N-10, N-15, N-16, N-18, N-21, N-22, S-12, S-14, S-17, S-18, S-22
20	N-1, N-4, N-19, N-22, N-23, N-26, N-28, S-14, S-19, S-20, S-25
21	N-4, N-21, N-22, N-26
22	N-1, N-4, N-15, N-18, N-19, N-22, N-26, N-28, S-5, S-9, S-14, S-20
23	N-1, N-2, N-3, N-4, N-8, N-9, N-10, N-12, N-15, N-16, N-17, N-18, N-19, N-21, N-22, N-26, S-5, S-6, S-9, S-11, S-14, S-18, S-20, S-21, S-24, S-25, S-26
24	N-1, N-2, N-28, S-22
25	N-15, N-16, N-18, S-17
26	N-14, N-22

(Code corresponds to alphabetized number-code in Appendix D and Appendix E.)